

# Academy Of Arts & Minds



2014-15 School Improvement Plan

## Academy Of Arts & Minds

3138 COMMODORE PLZ, Miami, FL 33133

<http://www.aandm.net>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

32%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

84%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Academy of Arts & Minds Charter High School provides its students with a solid academic foundation and a well rounded artistic base in preparation for college and university studies and for professional undertakings developing knowledge and creativity hand in hand. There is interaction between the educational and the professional world and an expectation that teachers are learners too. All learners will participate through a rich curriculum in academics, and professional presentations of the fine arts deepening knowledge and integrating abilities. The Academy of Arts & Minds Charter High School develops Renaissance young men and women through a rigorous academic curriculum and a boundless immersion in the arts.

Mission: The mission of the Academy of Arts & Minds Charter High School is to:

1. Create a positive and challenging environment blending the academic and arts to develop students' artistic and professional aspirations;
2. Celebrate and value the rich tapestry of the schools diverse population;
3. Foster opportunities for artistic performances and exhibitions in the community;
4. Employ a rigorous curriculum driven by research and data;
5. Incorporate technology within the curriculum;
6. Promote involvement as citizens of the world through curriculum, service and club activities;
7. Prepare students to meet their post secondary endeavors in a 21st century global society.

##### Provide the school's vision statement

The Academy of Arts & Minds Charter High School is a vibrant arts center influenced by the rich cultural diversity of the Miami-Dade community, where the gates to imagination, intellect, fantasy and creativity are wide open, and where the arts are advanced through education, professional artistic expression and the interaction that takes place between them. A place where talented high school students and their teachers develop a solid academic curriculum and artistic sensibilities in dance, music, poetry, drama, prose and painting, igniting within them a fire of excellence that will burn throughout their lifetime.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

A&M's small class environment allows each instructor time to work closely with students and afford them the necessary individual attention to make sure they work to their highest potential. Students at the Academy of Arts & Minds Charter High School can explore and refine their artistic skills under teacher supervision as they prepare for college within the context of a rigorous academic curriculum. Teacher - student relationships spark the creative talent and develop the academic and artistic skills of students interested in a career in the arts, preparing them for college and the modern world as practicing artists.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

School personnel is provided with the necessary leadership skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in our schools /community. Student



and employee safety is a primary concern of the Academy. School personnel supports student learning by instilling a respect for each student, as well as fellow teachers and administrators.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The Academy of Arts & minds is committed to providing a safe teaching and learning environment for students, staff, and members of the community. Therefore we follow the guidelines set forth on the Code of Student Conduct (COSC). The COSC identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. Additionally, positive behaviors such as wearing school uniform, consistent attendance, and arriving on time are monitored in order to reward students for correct actions.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students are advised that the counselor has an open door policy and welcomes them to share any concerns. Support is provided to students transitioning from elementary or other school settings. Individual guidance and group counseling sessions are offered to interested students as well as academic monitoring and advisement.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Students who miss more than 10% of instructional time.
- Students who have referrals that lead to suspension.
- Students at FCAT (FSA) Level 1 in either ELA or Math.
- Students who in grade 9 miss any days in the first 20 days of school.
- Students who fail to progress to Grade 10 on time.
- Students in high school with a grade point average less than 2.0.

**Provide the following data related to the school's early warning system**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	20	36	35	50	141
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	3	7	16	3	29
Level 1 on statewide assessment	17	13	8	1	39

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	20	18	16	3	57

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Intervention strategies begin with a diagnosis of student academic needs. Multiple data points are analyzed in order to provide targeted instruction to meet student needs. Academic intervention is provided after school by reading and math teachers. All students exhibiting two or more early warning indicators will participate in parent conferences in order to inform parents of the strategies employed by the school. School administration and support staff place phone calls to parents of students who have been tardy or absent from school. Parents are encouraged to allow students to attend after school tutoring in order to compensate for any loss of instructional time.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

A large number of parents are working in the evening or weekends.

In order to facilitate and promote parental involvement, the school will:

1. Devise communication strategies to inform parents of upcoming events and meetings.
2. Easy to communicate tools such as email, newsletters, calendars, and informational flyers.
3. Invite current and prospective parents to visit our School of Choice Fair event to be held at school and become familiar with current and updated facilities.

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

Facilitate sign-in sheets during scheduled events and maintain a log of participating parents.

Distribute, collect evaluation forms from activities and meetings.

Provide and collect all sign in sheets log

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Academy of Arts and Minds has partnered with the Coconut Grove Business Improvement Department in order to network and continue to secure community resources. Community partnerships are sustained through ongoing collaboration and coordination of school activities. School activities are open for parents and community partners to volunteer and support student achievement.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Digirolamo, Antoinetta	Principal
Fernandez, Jorge	Assistant Principal
Castillo, Lisette	Instructional Coach
Carricaburu, Jessica	Other

### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

- Antonietta Michelle DiGirolamo, Principal: Ensures implementation of intervention and support of professional development to increase the school-based team's knowledge of essential instructional strategies, as well as data analysis and the use of data to drive instruction. Communicates with parents regarding instructional strategies to enhance student achievement
- Jorge Fernandez, Assistant Principal: Supports the principal in all efforts related to implementation of interventions and professional development. Serves as liaison to community partners and stakeholders.
- Lisette Castillo, ESE Program Specialist and Reading Instructional Specialist: Supports and provides Instruction through professional development to the Intensive Reading teacher as well as the content area teachers on the Implementation of data driven Instruction in the K-12 reading plan using data to drive instruction
- Jessica Carricaburu, Test Chair: Provides support necessary to teachers and staff regarding the management and data analysis

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

- The team meets once a month to:
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Instructional Coach meets with teachers during common planning to share data and make informed decisions directly related to the lesson planning process.

The Academy of Arts & Minds will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, we will maintain a collaborative relationship with state and

national colleges, universities and vocational programs. The Academy of Arts & Minds will facilitate students with current and accurate information through the post-graduation transition process. We will invite colleges, universities and professionals in the performing and visual arts fields to speak with the students.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jessica Carricaburu	Teacher
Cindy Lucsomboon	Parent
Cristine Fernandez	Parent
Daniel Alonso	Business/Community
Melissa Duchon	Education Support Employee
Caroline Luksomboon	Student
Rene Morales	Teacher
Keenan Ellis	Teacher
Eddie Solorzano	Teacher

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC serves as a sounding board to evaluate the SIP. All members were invited to critique and opine on the selected goals and strategies as part of the vetting process.

*Development of this school improvement plan*

The purpose of a SAC is to assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget.

*Preparation of the school's annual budget and plan*

The purpose of the SAC is to assist in the decision-making process of the school's annual budget. SAC members are invited to contribute to the problem solving process as it applies to distribution of funds to address school needs.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the money was used for implementing the school improvement plan. A portion of the funds are allotted for student learning incentives, with the remainder of the funds divided evenly amongst the departments for learning incentives.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
DiGirolamo, Antonietta	Principal
Fernandez, Jorge	Assistant Principal
Castillo, Lisette	Instructional Coach
Carricaburu, Jessica	Other

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The LLT aims to promote school wide literacy. The team will select literacy strategies and activities to be implemented that will promote literacy in all content areas and elective classes. The team will promote school wide literacy by implementing the Word of the Week initiative. SAT words will be selected and infused in school announcements, lessons in all content areas, etc. A second initiative of LLT is independent reading. Students will be encouraged to read selected novels and teachers will include independent reading in various lessons. The expectation is that all content area teachers and elective teachers of the arts understand and support school wide literacy initiatives.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All subject areas will be provided the opportunity to collaborate during common planning time. Teachers will meet with their respective department at least one time per week. During this time, teachers will be encouraged to share best practices in order to build capacity among professionals. Common planning will be facilitated by the Instructional Coach and monitored by school administrators.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Professional development is provided through early release days as well as common planning sessions. The goal of these sessions is to build capacity of early career teachers, as well as seasoned teachers. Lisette Castillo, Instructional Coach will provide professional development through common planning sessions that will assist teachers in maintaining current information regarding state testing and requirements.

Dr. DiGirolamo maintains an open door policy which builds a culture of support and commitment to the school.

Jorge Fernandez, Assistant Principal, works on recruitment of teachers by collaborating with the management company various recruiting websites and maintaining community partnerships.

In order to retain highly qualified teachers they are being paid competitively on the same scale as Miami-Dade County Public School teachers and are being offered supplements for higher educational degrees.

#### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are paired with veteran teachers within their own department in an effort to assist new teachers with the day to day support. Teachers are paired up in the same areas whenever possible. Mentoring activities include but are not limited to school procedures, classroom management, gradebook support and best practices instruction. Curriculum Support Specialists support beginning teachers in order to build capacity and confidence which in turn assists in teacher retention.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All instructional programs and materials are state adopted and aligned with district initiatives. Teachers following district pacing guides and supplemental materials. Lesson plans reflect instructional practices that are aligned to Florida standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

All teachers maintain a data binder that is used during common planning. Data is analyzed and triangulated on a monthly basis in order to drive instruction. Teachers plan differentiated instruction by grouping students based on needs and implementing instructional strategies that will meet student needs. Grouping is revised after each assessment and lesson plans are adjusted accordingly.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 8,640

The school will be offering tutoring through afterschool in Reading and Mathematics. The goal of instruction is to teach the ideas, concepts, and principles of the specific subject. Usage of content area textbooks

in order to improve reading application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the instruction to ensure that all students are provided instruction inclusive of effective reading strategies. Regular professional development activities are scheduled throughout the school year in order to keep the faculty at the cutting edge of instruction. Students use a variety of researched based computer programs to remediate skills. In addition, tutoring services are provided for AP and EOC courses afterschool to students throughout the school year.

### ***Strategy Rationale***

Added instructional time will assist students in reaching academic goals and making gains.

### ***Strategy Purpose(s)***

- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Fernandez, Jorge, [jfernandez@aandm.net](mailto:jfernandez@aandm.net)

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data is collected through the school year. Students are administered the Baseline, Fall interim, Winter Interim and FCAT or EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

School administration and support staff visit neighboring middle schools to advertise, recruit and participate in articulation process. Incoming ninth grade students will have the opportunity to attend an Open House where they will tour the campus, meet teachers and complete subject selection sheets. Prior to opening of school, school hosts events for students to visit with families and get to know other students and watch performances of all arts. Seniors are supported by participation in various assemblies where graduation requirements are presented and students' questions answered. Guidance and support and proper planning will allow for a smooth transition to allow students to become increasingly self-directed and motivated. These supportive methods together with high expectations will assist students in transitioning to college and careers.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans. The students participate in College Fairs and guest speakers are invited to speak to the students. Field trips to various colleges and universities are provided. Additionally career preparation classes prepare students for auditions, essay writing and completing applications. Many of the teachers also participate in mentoring programs for the students.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

The Academy of Arts and Minds Charter High School aims to improve high school students' transition to postsecondary education and/or careers with an applied and integral curriculum that connects academics and vocational learning. The Art Strands at A & M include: Visual Arts, Photography, Instrumental Music, Vocal Music, Theatre/Drama, Dance, and Creative Writing.

These strands offer programs designed to meet the needs of students interested in the visual or performing arts. Each strand offers career preparation for students who will pursue visual and performing arts as their career path. The students participate in community, as well as state and National events. In addition, the school also provides a class of On The Job Training for students who wish to follow different career paths. The Academy of Arts and Minds will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student post secondary plans. In addition The Academy of Arts & Minds will maintain a collaborative relationship with state and national colleges, universities and vocational programs. We will facilitate students with current and accurate information through the post-graduation transition process. We have invited colleges, universities and professionals in the Visual & Performing Arts field to speak with the students.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

The Academy of Arts and Minds is in the process of expanding on the career and technical education levels of each strand. We are in the process of adding industry certification to the Arts strand.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

All students in 11th and 12th grade participate in special grade level assemblies where they are informed of student readiness requirements. All students are encouraged to participate in free specialized ACT/SAT tutoring afterschool in preparation for test administration. All students who qualify for free and reduced lunch are provided waivers in order to increase the number of opportunities to participate in test administration.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** The goal for the 2014-2015 school year is to increase the effectiveness of core instruction by infusing Higher Order Thinking and analysis of multiple texts for written responses.
- G2.** The goal for the 2014-2015 school year is to support students demonstrating early warning signs of inconsistent attendance, behavior and academic performance by maximizing intervention opportunities in order to improve performance on state assessments.
- G3.** The goal of the 2014-2015 school year is to increase the number of students participating in STEM activities including but not limited to science labs, robotics, student generated garden which embeds math, science and technology.
- G4.** The goal for the 2014-2015 school year is to increase the number of parents involved in school activities.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** The goal for the 2014-2015 school year is to increase the effectiveness of core instruction by infusing Higher Order Thinking and analysis of multiple texts for written responses. 1a

G049637

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - Grade 10	83.0
AMO Math - All Students	61.0
Bio I EOC Pass	65.0
AMO Reading - ED	80.0
AMO Reading - Hispanic	83.0
AMO Reading - White	89.0

**Resources Available to Support the Goal** 2

- Common planning, model lessons by instructional coach

**Targeted Barriers to Achieving the Goal** 3

- Students lack exposure to multiple text for analysis and written response

**Plan to Monitor Progress Toward G1.** 8

Student performance data from District Interim and state assessments will be analyzed

**Person Responsible**

Lisette Castillo

**Schedule**

Monthly, from 10/2/2014 to 6/5/2015

**Evidence of Completion**

Sign in sheets

**G2.** The goal for the 2014-2015 school year is to support students demonstrating early warning signs of inconsistent attendance, behavior and academic performance by maximizing intervention opportunities in order to improve performance on state assessments. 1a

G043483

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	67.0

**Resources Available to Support the Goal** 2

- Specific strategies targeting student needs

**Targeted Barriers to Achieving the Goal** 3

- Students arriving late to school and students with multiple unexcused absences
- Students unable to follow school discipline plan
- Students failing coursed due to absences and lack of motivation

**Plan to Monitor Progress Toward G2.** 8

student performance data

**Person Responsible**

Jorge Fernandez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student data chat forms

**G3.** The goal of the 2014-2015 school year is to increase the number of students participating in STEM activities including but not limited to science labs, robotics, student generated garden which embeds math, science and technology. 1a

G043488

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	65.0

**Resources Available to Support the Goal** 2

- Science, Math and Technology Curriculum

**Targeted Barriers to Achieving the Goal** 3

- Technology is limited and outdated

**Plan to Monitor Progress Toward G3.** 8

student performance on state assessments

**Person Responsible**

Lisette Castillo

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

data chat forms

**G4.** The goal for the 2014-2015 school year is to increase the number of parents involved in school activities. 1a

G043490

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	50.0

**Resources Available to Support the Goal** 2

- Mass communication through automated phone calls, website, and social media

**Targeted Barriers to Achieving the Goal** 3

- Many parents working during school hours and other family responsibilities

**Plan to Monitor Progress Toward G4.** 8

Periodic evaluation of teacher credentials

**Person Responsible**

Jorge Fernandez

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Teacher certificate

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** The goal for the 2014-2015 school year is to increase the effectiveness of core instruction by infusing Higher Order Thinking and analysis of multiple texts for written responses. **1**

 G049637

**G1.B1** Students lack exposure to multiple text for analysis and written response **2**

 B124264

**G1.B1.S1** Provide instruction and opportunities for students to think critically and practice text analysis in science **4**

 S139038

#### Strategy Rationale

State assessments are inquiry based and require higher order thinking

#### Action Step 1 **5**

Students will demonstrate mastery of multiple text analysis through written responses

#### Person Responsible

Lisette Castillo

#### Schedule

Monthly, from 10/8/2014 to 6/5/2015

#### Evidence of Completion

Teacher lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Instructional Coach will model lessons

**Person Responsible**

Lisette Castillo

**Schedule**

Monthly, from 10/8/2014 to 6/5/2015

***Evidence of Completion***

Teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Classroom observations

**Person Responsible**

Jorge Fernandez


**Schedule**

Weekly, from 10/8/2014 to 6/5/2015

***Evidence of Completion***

Administrative observation log

**G1.B1.S2** Provide instruction and multiple opportunities for students to provide written responses to Essential Questions that are part of lessons in ELA **4**

 S139039

### **Strategy Rationale**

Essential Questions are higher order questions written in alignment with lesson objectives

### **Action Step 1** **5**

Students will demonstrate mastery of responding to Essential Questions in writing.

#### **Person Responsible**

Lisette Castillo

#### **Schedule**

Monthly, from 10/8/2014 to 6/5/2015

#### ***Evidence of Completion***

Authentic student work

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** **6**

Teacher lesson plans

#### **Person Responsible**

Jorge Fernandez

#### **Schedule**

Monthly, from 10/8/2014 to 10/8/2014

#### ***Evidence of Completion***

Teacher lesson plans



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Classroom Observations

**Person Responsible**

Jorge Fernandez


**Schedule**

Monthly, from 10/8/2014 to 6/5/2015

**Evidence of Completion**

Administrative observation log

**G1.B1.S3** Provide instructiona and multiple opportunities for students to explain their answer in problem solving in math word problems 4

 S139043

**Strategy Rationale**

State assessments are inquiry based and require students to describe the processed used to arrive at answers

**Action Step 1** 5

Students will demonstrate skills in explaining their text base answers.

**Person Responsible**

Lisette Castillo

**Schedule**

Monthly, from 10/8/2014 to 6/5/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Teacher lesson plans

**Person Responsible**

Jorge Fernandez

**Schedule**

Weekly, from 10/8/2014 to 6/5/2015

***Evidence of Completion***

Teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Classroom observation

**Person Responsible**

Jorge Fernandez


**Schedule**

Monthly, from 10/8/2014 to 6/5/2015

***Evidence of Completion***

Administrative Observation Log

**G1.B1.S4** Provide instruction and allow multiple opportunities for students to write authentic responses to multiple text analysis in social studies **4**

 S139045

### **Strategy Rationale**

Multiple opportunities to practice written responses across content areas will provide consistent message

### **Action Step 1** **5**

Students will write appropriate responses to citing evidence and text based answers.

#### **Person Responsible**

Lisette Castillo

#### **Schedule**

Weekly, from 9/8/2014 to 6/5/2015

#### ***Evidence of Completion***

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4** **6**

Evaluate teacher lesson plans

#### **Person Responsible**

Jorge Fernandez

#### **Schedule**

Weekly, from 9/8/2014 to 6/5/2015

#### ***Evidence of Completion***

Teacher lesson plans, Common planning agenda and minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Classroom observation and assessment of student work folders

**Person Responsible**

Antoinetta Digirolamo


**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015


**Evidence of Completion**

Authentic student work in folders

**G2.** The goal for the 2014-2015 school year is to support students demonstrating early warning signs of inconsistent attendance, behavior and academic performance by maximizing intervention opportunities in order to improve performance on state assessments. 1

 G043483

**G2.B1** Students arriving late to school and students with multiple unexcused absences 2

 B106564

**G2.B1.S1** Provide additional instructional opportunities for students through targeted intervention and engage students in positive behavior support 4

 S136181

**Strategy Rationale**

Motivate students by facilitating successful learning experiences and recognizing positive behaviors such as arriving to school on time on a consistent basis

**Action Step 1** 5

Conduct weekly phone calls and parent conferences to address student absences and tardies

**Person Responsible**

Jorge Fernandez

**Schedule**

Weekly, from 10/2/2014 to 6/5/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Provide support staff and teachers to assist with phone calls

**Person Responsible**

Antoinetta Digirolamo

**Schedule**

Monthly, from 10/8/2014 to 6/5/2015

***Evidence of Completion***

Parent contact log

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Attendance bulletin will be monitored for decrease in tardies

**Person Responsible**

Antoinetta Digirolamo


**Schedule**

Daily, from 9/16/2014 to 6/5/2015


***Evidence of Completion***

Attendance bulliten

**G2.B2** Students unable to follow school discipline plan 2

 B129423

**G2.B2.S1** Recognizing students for making good choices and focusing attention on positive behaviors of students 4

 S141561

**Strategy Rationale**

Rewarding students for positive behaviors will generate motivation

**Action Step 1** 5

Implement a school wide positive behavior support plan.

**Person Responsible**

Jorge Fernandez

**Schedule**

Daily, from 10/13/2014 to 6/5/2015


**Evidence of Completion**

Positive behavior support plan

**G2.B3** Students failing coursed due to absences and lack of motivation 2

 B129424

**G2.B3.S1** Provide additional instructional opportunities for support during after school hours 4

 S141562

**Strategy Rationale**

Students who miss school or are not focused on instruction due to behavior issues fall behind in course work and lack motivation

**Action Step 1** 5

Provide multiple opportunities for remediation through after school tutoring.

**Person Responsible**

Lisette Castillo

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Student sign in sheets and attendance logs

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Students will complete appropriate sign in sheets

**Person Responsible**

Jorge Fernandez

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Student sign in sheets and teacher lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Student data will be analyzed for increased performance

**Person Responsible**

Jessica Carricaburu

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Student data chat forms

**G3.** The goal of the 2014-2015 school year is to increase the number of students participating in STEM activities including but not limited to science labs, robotics, student generated garden which embeds math, science and technology. 1

G043488

**G3.B1** Technology is limited and outdated 2

B124266

**G3.B1.S1** Provide students multiple opportunities to participate in STEM activities 4

S139053

### Strategy Rationale

Exposure to curriculum to increase student success rate

### Action Step 1 5

Teachers will participate in Common Planning and professional development to develop STEM activities

#### Person Responsible

Lisette Castillo

#### Schedule

On 6/5/2015

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will be required to participate in STEM related professional development.

#### Person Responsible

Antoinetta Digirolamo

#### Schedule

Quarterly, from 9/8/2014 to 6/5/2015

#### Evidence of Completion

Professional development registration and certification and sign in sheets



**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Classroom observations

**Person Responsible**

Jorge Fernandez

**Schedule**


Weekly, from 10/6/2014 to 6/5/2015

**Evidence of Completion**


Professional development certificate of completion and Lesson plans

**G4.** The goal for the 2014-2015 school year is to increase the number of parents involved in school activities.


1

 G043490

**G4.B1** Many parents working during school hours and other family responsibilities 2

 B106576

**G4.B1.S1** Schedule activities during various hours including weekends 4

 S117891

**Strategy Rationale**

Flexibility in scheduling activities will allow options for more parents to participate

**Action Step 1** 5

Survey parents to determine most convenient times

**Person Responsible**

Jorge Fernandez

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Survey results

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Increased Participation

**Person Responsible**

Antoinetta Digirolamo

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Increase participation in events.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Increase Participation

**Person Responsible**

Antonietta DiGirolamo

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Increased Participation in activities.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Survey parents to determine most convenient times	Fernandez, Jorge	9/15/2014	Survey results	6/5/2015 monthly
G2.B1.S1.A1	Conduct weekly phone calls and parent conferences to address student absences and tardies	Fernandez, Jorge	10/2/2014		6/5/2015 weekly
G1.B1.S1.A1	Students will demonstrate mastery of multiple text analysis through written responses	Castillo, Lisette	10/8/2014	Teacher lesson plans	6/5/2015 monthly
G1.B1.S2.A1	Students will demonstrate mastery of responding to Essential Questions in writing.	Castillo, Lisette	10/8/2014	Authentic student work	6/5/2015 monthly
G1.B1.S3.A1	Students will demonstrate skills in explaining their text base answers.	Castillo, Lisette	10/8/2014		6/5/2015 monthly
G1.B1.S4.A1	Students will write appropriate responses to citing evidence and text based answers.	Castillo, Lisette	9/8/2014		6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Teachers will participate in Common Planning and professional development to develop STEM activities	Castillo, Lisette	10/13/2014		6/5/2015 one-time
G2.B3.S1.A1	Provide multiple opportunities for remediation through after school tutoring.	Castillo, Lisette	9/15/2014	Student sign in sheets and attendance logs	6/5/2015 daily
G2.B2.S1.A1	Implement a school wide positive behavior support plan.	Fernandez, Jorge	10/13/2014	Positive behavior support plan	6/5/2015 daily
G1.MA1	Student performance data from District Interim and state assessments will be analyzed	Castillo, Lisette	10/2/2014	Sign in sheets	6/5/2015 monthly
G1.B1.S1.MA1	Classroom observations	Fernandez, Jorge	10/8/2014	Administrative observation log	6/5/2015 weekly
G1.B1.S1.MA1	Instructional Coach will model lessons	Castillo, Lisette	10/8/2014	Teacher lesson plans	6/5/2015 monthly
G1.B1.S2.MA1	Classroom Observations	Fernandez, Jorge	10/8/2014	Administrative observation log	6/5/2015 monthly
G1.B1.S2.MA1	Teacher lesson plans	Fernandez, Jorge	10/8/2014	Teacher lesson plans	10/8/2014 monthly
G1.B1.S3.MA1	Classroom observation	Fernandez, Jorge	10/8/2014	Administrative Observation Log	6/5/2015 monthly
G1.B1.S3.MA1	Teacher lesson plans	Fernandez, Jorge	10/8/2014	Teacher lesson plans	6/5/2015 weekly
G1.B1.S4.MA1	Classroom observation and assessment of student work folders	Digirolamo, Antoinetta	9/22/2014	Authentic student work in folders	6/5/2015 biweekly
G1.B1.S4.MA1	Evaluate teacher lesson plans	Fernandez, Jorge	9/8/2014	Teacher lesson plans, Common planning agenda and minutes	6/5/2015 weekly
G2.MA1	student performance data	Fernandez, Jorge	8/18/2014	Student data chat forms	6/5/2015 weekly
G2.B1.S1.MA1	Attendance bulletin will be monitored for decrease in tardies	Digirolamo, Antoinetta	9/16/2014	Attendance bulliten	6/5/2015 daily
G2.B1.S1.MA1	Provide support staff and teachers to assist with phone calls	Digirolamo, Antoinetta	10/8/2014	Parent contact log	6/5/2015 monthly
G2.B3.S1.MA1	Student data will be analyzed for increased performance	Carricaburu, Jessica	10/1/2014	Student data chat forms	6/5/2015 monthly
G2.B3.S1.MA1	Students will complete appropriate sign in sheets	Fernandez, Jorge	9/15/2014	Student sign in sheets and teacher lesson plans	6/5/2015 daily
G3.MA1	student performance on state assessments	Castillo, Lisette	9/30/2014	data chat forms	6/5/2015 monthly
G3.B1.S1.MA1	Classroom observations	Fernandez, Jorge	10/6/2014	Professional development certificate of completion and Lesson plans	6/5/2015 weekly
G3.B1.S1.MA1	Teachers will be required to participate in STEM related professional development.	Digirolamo, Antoinetta	9/8/2014	Professional development registration and certification and sign in sheets	6/5/2015 quarterly
G4.MA1	Periodic evaluation of teacher credentials	Fernandez, Jorge	9/15/2014	Teacher certificate	6/5/2015 monthly
G4.B1.S1.MA1	Increase Participation	DiGirolamo, Antonietta	9/15/2014	Increased Participation in activities.	6/5/2015 monthly
G4.B1.S1.MA1	Increased Participation	Digirolamo, Antoinetta	9/15/2014	Increase participation in events.	6/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** The goal for the 2014-2015 school year is to increase the effectiveness of core instruction by infusing Higher Order Thinking and analysis of multiple texts for written responses.

**G1.B1** Students lack exposure to multiple text for analysis and written response

**G1.B1.S1** Provide instruction and opportunities for students to think critically and practice text analysis in science

### **PD Opportunity 1**

Students will demonstrate mastery of multiple text analysis through written responses

#### **Facilitator**

Lissette Castillo

#### **Participants**

Core Subject Teachers

#### **Schedule**

Monthly, from 10/8/2014 to 6/5/2015

**G1.B1.S2** Provide instruction and multiple opportunities for students to provide written responses to Essential Questions that are part of lessons in ELA

### **PD Opportunity 1**

Students will demonstrate mastery of responding to Essential Questions in writing.

#### **Facilitator**

Lissette Castillo

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 10/8/2014 to 6/5/2015

**G2.** The goal for the 2014-2015 school year is to support students demonstrating early warning signs of inconsistent attendance, behavior and academic performance by maximizing intervention opportunities in order to improve performance on state assessments.

**G2.B2** Students unable to follow school discipline plan

**G2.B2.S1** Recognizing students for making good choices and focusing attention on positive behaviors of students

**PD Opportunity 1**

Implement a school wide positive behavior support plan.

**Facilitator**

Olivia Bernal

**Participants**

All teachers

**Schedule**

Daily, from 10/13/2014 to 6/5/2015

**G3.** The goal of the 2014-2015 school year is to increase the number of students participating in STEM activities including but not limited to science labs, robotics, student generated garden which embeds math, science and technology.

**G3.B1** Technology is limited and outdated

**G3.B1.S1** Provide students multiple opportunities to participate in STEM activities

**PD Opportunity 1**

Teachers will participate in Common Planning and professional development to develop STEM activities

**Facilitator**

District Instructional Supervisor

**Participants**

Teacher

**Schedule**

On 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> The goal for the 2014-2015 school year is to increase the effectiveness of core instruction by infusing Higher Order Thinking and analysis of multiple texts for written responses.	0
<b>Goal 2:</b> The goal for the 2014-2015 school year is to support students demonstrating early warning signs of inconsistent attendance, behavior and academic performance by maximizing intervention opportunities in order to improve performance on state assessments.	5
<b>Goal 3:</b> The goal of the 2014-2015 school year is to increase the number of students participating in STEM activities including but not limited to science labs, robotics, student generated garden which embeds math, science and technology.	1,650
<b>Goal 4:</b> The goal for the 2014-2015 school year is to increase the number of parents involved in school activities.	0
<b>Grand Total</b>	<b>1,655</b>

### Goal 1: The goal for the 2014-2015 school year is to increase the effectiveness of core instruction by infusing Higher Order Thinking and analysis of multiple texts for written responses.

Description	Source	Total
B1.S1.A1	SIG 1003(a)	0
B1.S2.A1	SIG 1003(a)	0
B1.S3.A1	SIG 1003(a)	0
B1.S4.A1	SIG 1003(a)	0
<b>Total Goal 1</b>		<b>0</b>

### Goal 2: The goal for the 2014-2015 school year is to support students demonstrating early warning signs of inconsistent attendance, behavior and academic performance by maximizing intervention opportunities in order to improve performance on state assessments.

Description	Source	Total
B1.S1.A1	SIG 1003(a)	5
<b>Total Goal 2</b>		<b>5</b>

### Goal 3: The goal of the 2014-2015 school year is to increase the number of students participating in STEM activities including but not limited to science labs, robotics, student generated garden which embeds math, science and technology.

Description	Source	Total
B1.S1.A1	SIG 1003(a)	1,650
<b>Total Goal 3</b>		<b>1,650</b>

### Goal 4: The goal for the 2014-2015 school year is to increase the number of parents involved in school activities.

Description	Source	Total
B1.S1.A1	SIG 1003(a)	0
<b>Total Goal 4</b>		<b>0</b>